Chapter 1- How, When and Where

Page No: 8

Let's Recall

1. State whether true or false:

a) James Mill divided Indian History into three periods- Hindu, Muslim, and Christian. ▶ False

b) Official documents help us understand what the people of the country think. ▶ False

c) The British thought surveys were important for effective administration. ▶ True

Let's Discuss

2. What is the problem with the periodisation of Indian History that James Mill offers?

Answer

James Mill divided his book into three period, namely: Hindu Muslims and British. According to his prejudiced version of Indian history, the British rule represents all the forces of progress and civilisation, while the period before British rule represents darkness, ignorance, despotism, religious intolerance, caste taboos, superstitious practises, etc.

The view of Mill has several problems which is not acceptable due to reasons:

→ A variety of faiths, apart from Hinduism and Islam, existed in the periods categorised as Hindu and Muslim by Mill

→ All rulers in ancient India did not share the same faith.

→ It is this country from where two other religions like- Buddhism and Jainism developed and spread to other parts of the world while Hindu religion also existed.

3. Why did the British preserve official documents?

Answer

The British preserved the important official documents because these served as records of what the officials thought, what they were interested in and what they wished for. According to the British, writing

can be utilized for reference at a much later period whenever required for studying or debating. These can also serve as an information or proof of any decision or action taken earlier on some matter.

4. How will the information historians get from old newspapers be different from that found in police reports?

Answer

Information is essential for writing history of a time which can be gathered from various sources. Apart from official documents in the archives, historians gather information also from old newspapers, diaries of people, accounts of pilgrims, autobiographies of important personalities and booklets etc. Information found in newspapers is varied, based on incidents that have happened across the country whereas; the police reports are limited and localized. Because of this fact sometimes the information historians get from police reports is not as useful as it is from old newspapers. However for any incidence the newspaper may not quote all the reasons behind this and biased as per the thinking of reporter while in police records we could find some evidences for an incident and unbiased reports.

From Trade to Territory
Lesson No. 02

Definitions

1. Charter:- A document issued by a sovereign or other authority to create a public or private corporation. City or town, company or an institution.
2. Acquit: To declare free of blame or guilt.
3. Fleshy: Shoury and tasteless.
4. Flaunted: To display boldly.
5. Triumph: A very great success or achievement.
6. Mauling: When an animal attacks someone and injures him with its teeth.
7. Shrieked: A short, loud, high cry.

Textual Questions

Q1: What attracted European trading companies to India?

Ans: The following were the reasons due to which trading companies came to India:

1. Trading with India was highly profitable and fruitful to business men in the Europe because they purchased goods at cheaper rates in India and sold them in Europe at higher prices.
2. The fine qualities of cotton and silk produced in India had a big market in Europe.
3. Indian spices like pepper, cloves, cardamom, cinnamon, were in great demand in Europe.

Q2: What were the areas of conflict between the Bengal nawabs and east India company?

Ans: In the 18^{th} century, after the death of Aurangzeb the Bengal nawabs asserted their power and autonomy. These nawabs refused to grant the company further concessions rather demanded large tributes from the company to trade. These nawabs also denied giving them ant right to mint coins and stop them from extending their fortification.

They misueddastak. Company officials used dastak for their private trade. The company on the other hand was refusing to pay the taxes. Then company officials used to humiliate the nawabs and his officials by writing disrespectful letters to them. The company also declared that the demands of the local officials were ruining the trade, which co only if the duties were removed. The conflicts led to the confr culminated in the Battle of Plassey.

Q3: How did the assumption of Diwani benefit the East India company?
Ans: The Diwani allowed the company to use the vast revenue resources of Bengal. Earlier the company had to buy most of the goods in India in exchange of gold and silver which they imported from Britain. After the assumption of Diwani, the company started to buy things in India with these revenues, as a result of which the outflow of gold and silver from Britain entirely stoped.

Now the Britishers could use these revenues in India to purchase cotton and silver textiles and also to meet the cost of building the company forts and offices at Calcutta.

Q4: Explain the system of "Subsidiary Alliance".
Ans: In order to expand British rule in India the company had devised several plans, one among them was subsidiary Alliance. According to the terms of this alliance, Indian rulers were not allowed to have their independent armed forces. They were to be protected by the company, but had to pay for the "subsidiary forces" that the company was supposed to maintain for the purpose of their protection. If the rulers failed to make the payment, then the part of their territory was taken away as penalty.

Q5: In what way was the administration of the company different from that of the Indian rulers?
Ans: The British territories in India were broadly divided into administrative units called as presidencies. There were three presidencies – Bengal, Madras and Bombay where as under the Indians rulers, the administration was divided into four parts – district, Pargana, Tehsil &Villages.In each presidency a britisher was governor general whereas under the Indian administrative system the supreme head was the king or nawab.

Warren Hastings introduce the system of justice. Each district was to have two courts – civil court and criminal court. The European District collector presided over the civil court and the criminal court was still under a Qazi or a Mufti. Under the Regulation Act of 1773 a new supreme court was established.

Q6: Describe the changes that occurred in the compositions of the company's army.

Ans: The colonial rule in India brought some new ideas of the administration and reform. It also introduced many changes in its army. Initia'
India Companyalso adopted the same old methods of warfare

Mughals but the change in the warfare technology, infantry requirements became more important than the cavalry requirements. In the early 19th century, the Britishers began to introduce a uniform military culture to European style of training and discipline that regulated their life far more than before. But the Indian soldiers were not given the salary and treated like servants to company.

Lesson No. 03 Ruling the Countryside

Q1: Describe the main features of the Permanent settlement

Ans: In order to get stable revenue income the company introdu permanent settlement in 1793. The aim of this settlement was to regular flow of revenue for the company. According to the terms o settlement, rajas and taluqdars were recognized as zamindars. They were asked to collect rent from the peasants and pay revenue to the company. The amount to be paid was fixed permanently i.e it was not to be increased ever in the future. If the zamindars failed to pay the revenue, they lost their zamindari.

Q2: Give two problems which arose with the new Munro System of fixing revenue.

Ans: Under the new Munro system of fixing revenue, the revenue officials fixed very high revenue demand. This demand could not be met by the peasants. Consequently, the peasants fled the countryside and the villages became deserted in many regions.

Q3: Why were ryots reluctant to grow indigo?

Ans: Under the ryoti system, the Indigo planters forced the ryots to sign an agreement or contract. Those who signed the contract got cash advances to low rates of interest to produce Indigo. The loan committed the ryots to cultivate Indigo on at least 25% of the area under his holding. On delivering the crop to the planter, the ryot was given a new loan and the cycle started again. The price that they got from the planters for the Indigo was very low. Besides, the planters insisted the peasants to cultivate Indigo on the most fertile parts of their holding but peasants preferred growing rice on their best soils. The reason for not growing Indigo was the deep roots exhausted the soil rapidly. So, after an Indigo harvest, the land could not be used for sowing rice. Therefore, due to these factors, the ryots were reluctant to grow Indigo.

Q4: What were the circumstances which led to the eventual collapse of Indigo production in Bengal?

Ans: The Indigo ryots of Bengal felt that they had the support of local Zamindars and Village Headmen in their struggle against the forceful and oppressive methods of the Indigo planters. These Zamindars were unhappy with the increasing power of the planters to give them land on long leases. Moreover, in many villages, the village headmen mobilized the Indigo peasants and fought fierce battles with the lathiyals. Many intellectuals supported the ryots by writing about their misery, the tyranny of planters and horrors of the system. In march 1859, thousands of ryots refused to grow Indigo. Worried by the rebellion, the government setup the Indigo

commission to inquire into the system of Indigo production. The commission held the planters guilty. It declared that Indigo cultivation was not profitable for the ryots and that after fulfilling their existing contracts,they could refuse to produce Indigo in future. Consequently, the Indigo production collapsed in Bengal.

Q5: How was the Mahalwari system different from the permanent settlement?

Ans:

Mahalwari System	Permanent settlement
It was devised by Holt Mackenzie. It came into effect in 1822. In the North Western provinces of the Bengal Presidency.	It was introduced in 1793 by Lord Cornwallis.
The Village headmen were incharge of collecting revenue.	The Rajas and Taluqdars were incharge of collecting revenue.
The revenue amount wasn't fixed and was to be revised periodically.	The revenue amount was fixed and was never to be increased in the future.

Topic: Tribals, Dikus and the vision of a Golden Age.
Lesson: 04
Q1: What problems did shifting cultivators face under British rule?
Ans: The shifting cultivators faced the following problems under the British rule:-

1. They had to give up shifting cultivation in various areas to settle down at one place.
2. They faced various serious difficulties while cultivating on mountainous land.
3. The shifting cultivators who took cultivation suffered with less agriculture produce.
4. They were forced to move to other areas in search of their livelihood. Those who were allowed to practise with shifting cultivation were slapped with high taxes.

Q2: How did the powers of tribal chiefs change under colonial rule?
Ans: The tribal chiefs were important persons who enjoyed the certain amount of economic and political power in their respective tribes. They had the right to control and administrate their territories. Under the British rule, their function and powers got reduced. They lost much of their powers and were forced to obey the British laws. They also had to pay the annual tributes to the British government.
Q3: What was Birsa' vision of golden age? Why do you think such a vision appealed to the people, of the region?
Ans: Birsa thought of the golden age of the past as Satyug (The age of truth) Mundas lived a prosperous life and lived on tribal agriculture. They lived a peaceful life along with different plans of the tribe without any conflict.

The vision of satyug appealed the minds of common people because it gave them a hope of living peacefully within their tribe. They wanted to free themselves from the oppression of British government and local landlords.
Q4: What accounts for the anger of the tribals against the dikus?
Ans: Tribals were angry with dikus because of the changes they were experiencing and the problems they were facing under British rule. Their familiar ways of life seemed to be disappearing.Their livelihoods were under threat and their religion appeared to be in danger.



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Topic5: When People Rebel 1857 and After **Sub: History**

Textual Questions

Q1: What did the British do to protect the interests of those who converted to Christianity?

Ans: British protected the interests of those who converted to Christianity by passing the law in 1850 CE. This law allowed an Indian who had converted to Christianity to inherit the properly of his ancestors which was not allowed earlier.

Q2: What objections did the sepoys have to the new cartridges that they were asked to use?

Ans: In 1856 CE. Indian soldiers were given new greased cartridges which were to be touched with one's teeth before they could be fired. It was suspected that these cartridges were coated with fat of cows and pigs. This enraged both Hindu and Muslim solidiers and they refused to use those cartridges.

Q3: How did the last Mughal emperor live in the last years of his life?

Ans: The last years of the last Mughal emperor, Bahadur Shah Zafarwere miserable. He was captured and was held guilty in the court. He was sentenced to life imprisonment. He and his wife Begum ZinatMahal were sent to the prison in Rangoon in October, 1858 and he died in Rangoon Jail in 1862.

Q4: What was the demand of RaniLakshmibai of Jhansi that was refused by the British?

Ans: RaniLakshmibai of Jhani wanted the company to recognize her adopted son as the heir to the kingdom after the death of her husband.

Q5: What impact did Bahadur Shah's support to the rebellion have on the people and the ruling families?

Ans: Bahadur Shah Zafar's support to the rebellion had great implications. He wrote letters to all the chiefs and rulers of the country to come forward and organize a confederacy of Indian states to fight the British. Most rulers of smaller provinces and chieftains f [illegible] l emperor could rule again, they would be able to rule their own territories [illegible] Mughal authority and ensure their participation in the revolt which the Bri[illegible] d to happen. But Bahadur Shah Zafar's decision to bless the rebellion changed the entire situation. It provided courage, hope and confidence to the people to act against the British.

Q6: How did the British succeed in securing the submission of the rebel landowners of Awadh?

Ans: British made various policies to protect landlords and zamindars. They gave them security of rights over land. Landholders were allowed to enjoy the hereditary rights over their lands. Those who had rebelled were told that if they would submit to British and ifthey had not killed any white people, then they would remain safe and their claims and rights to land would not be denied. In this way British succeeded in securing the submission of the rebel land owners of Awdh.

Q7: In what way did the British change their policies as a result of the rebellion of 1857?
Ans: The revolt of 1857 marks a watershed in the modernization of India. British introduced a number of changes in India which were as under:-

1. The British Parliament passed a new Act in 1858 and transferred the powers of east India company to British crown inorder to ensure for a more responsible management of the Indian affairs. A member of British cabinet was appointed as the secretary of state for India and was made responsible for all the matters related to the governance of India.
2. The Governor-General of India was given the title of Viceroy i.e. a personal representative of the crown.
3. It was decided that the proportion of Indian soldiers in the army would be reduced and the number of European soldiers would be increased. It was also decided that instead of recruiting solidiers from Awadh, Bihar, Central India and South India, more soldiers would be recruited from among the Gurkhas, Sikhs and Pathans.
4. The British decided to respect the customary religious and social practices of the people in India.
5. Policies were made to protect landlords, Zamindars and give them security of right over their lands.
6. A council of 15 members known as Indian council was made to advise the secretary of the state for India.
7. The policy of annexation was stopped. All the ruling chiefs were allowed to pass their kingdoms to their adopted sons.
8. A hostile policy was adopted towards the Muslims and their land and property was confiscated.

Q8..What could be the reason for the confidence of british rulers about their position in India before May 1857?
Ans: The reason for the confidence of the British ruler about their positions in India before May 1857 are:
1.In the mid of 18thcentury ,the power of nawabs , rajas, zamindars etcwere eroded.
2.The freedom of the Indian rulers was reduced .Their armed forces were disbanded and their revenue and territories were taken away.
3.Indianprinces and chiefs whom the Britishallowded to continue used to side with the British during revolt before May 1857.
4. Residents had been stationed in many courts by the Britishers as their re
5.These residents kept informing the governor about important developme
So the british were very confident that their positions in India was very st
could challenge them.

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Topic6 : Weavers, Iron Smelters and Factory Owners.

Q1:What kinds of cloth had a large market in Europe?

Ans: The Indian textiles of fine qulity chintz muslin etc were in great demand in Europe and markets. They were manufactured on handlooms with fine craftsmanship.

Q2: What is Jamdani?

Ans: Jamdani is a fabric of fine muslin manufactured in India. A combination of cotton and gold threads was woven on a handloom. It is generally white or grey with decorative designs.

Q3: What is Bandanna?

Ans: The term Bandanna is derived from a Hindi word "Bandhna" which means to tie. It refers to a brightly coloured fabric produced through the method of tie and dye. It is used as heads scarf or worn around neck.

Q4: How do the names of different textiles tell us about their histories?

Ans: The history of flourishing trade and craftsmanship of India is preserved in many words used in English and many other languages.When we trace the orign of these words we come to know that almost all of them were derived from the local Indian names. These words depict the popularity of Indian textiles in the western markets. The meaning of following words can be traced from the Indian history.

1. "Calico" derived from "Calicut"
2. Bandanna derived from Bandhna.
3. Chintz derived from Chinnt.
4. Muslin derived from Mosul.

Q5: How did the development of cotton industries in Brittian affect textile producers in India?

Ans: As the cotton industries in Britain developed it affected textile producers in India in several ways. First Indian textile now had to compete with British textiles in the European and American markets. Second, very high duties were imposed on Indian textile making its import into Britain difficult.

With the beginning of the nineteenth century English made cotton textile successfully ousted Indian goods from their traditional markets in Africa, America and Europe. Thousands of weavers in India were now thrown out of employment.

Q6: Why did the Indian iron smelting industry decline in the nineteenth century?

Ans: The Indian iron smelting industry declined in the nineteenth century because of the following reasons:

1. The iron smelters could not get firewood for the furnaces from the l
   because under the new forest laws they were prevented to enter the
2. The smelters had to pay high taxes to carry on their smelting work.
3. The Indian ironsmiths began to use the imported iron from Britain which reduced demand for local iron.

Q7: What problem did the Indian textiles industry face in the early years of its development?

Ans: The Indian textile industry faced following problems in the early years of its existence:

1. It had to complete with the cheif textiles imported from Britain.
2. The textile mills were imposed heavy taxes and import duties.

3. The amount of exports was also restricted which decreased the profit of Indian industry.

Q8: What helped TISCO expand steel production during the First World War?

Ans: In 1914, the First World War broke out which created a large demand for war related goods. Britain now had to meet the demands of war in Europe which dramatically declined the imports of British steel into India. The newly introduced Indian railway industry turned to TISCO for the supply of rail. This resulted in the expansion if TISCO steel production which became the biggest industry in British India.

Q9: Who are the Agaria?

Ans: Agaria are the community of iron smelters living in central India. They are specialised in the craft of iron smelting.

Q10: Why did the wool and silk producers in England protest against the import of Indian textiles in the early eighteenth century?

Ans: By the early eighteenth century, Indian textiles were very popular in England. At this time textile industries had just begun to develop in England. Unable to complete with Indian textile, English producers wanted a secure market within the country by preventing the entry of Indian textiles. So, the wool and silk makers in England began protesting against the import of Indian textiles. Then in 1720, the British government enacted a legislation banning the use of Chintz in England.

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<u>*Chapter 8- Civilising the "Native", Educating the Nation*</u>

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Let's Recall

1. Match the following:

William Jones	promotion of English education
Rabindranath Tagore	respect for ancient cultures
Thomas Macaulay	*gurus*
Mahatma Gandhi	learning in a natural environment
Pathshalas	critical of English education

Answer

William Jones	respect for ancient cultures
Rabindranath Tagore	learning in a natural environment
Thomas Macaulay	promotion of English education
Mahatma Gandhi	critical of English education
Pathshalas	*gurus*

(a) James Mill was a severe critic of the Orientalists.

▶ True

(b) The 1854 Despatch on education was in favour of English being introduced as a medium of higher education in India.

▶ True

(c) Mahatma Gandhi thought that promotion of literacy was the most important aim of education.

▶ False

(d) Rabindranath Tagore felt that children ought to be subjected to strict discipline.

▶ False

Let's Discuss

3. Why did William Jones feel the need to study Indian history, philosophy and law?

Answer

William Jones felt the need to study Indian history, philosophy and law as this will not only help the British learn from Indian culture but it would also help Indian to rediscover their own heritage and understand the lost glories of their past. This would establish the British as gurdians of Indian culture and gain total control.

4. Why did James Mill and Thomas Macaulay think that European education was essential in India?

Answer

→ James Mill and Thomas Macaulay thought that European education would enable Indians to recognize the advantages that flow from the expansion of trade and commerce and make them see the importance of developing the resources of the country.

→ Introducing European ways of life would change their tastes and desires and create a demand for British goods, because Indians would begin to appreciate and buy things that were produced in Europe. → It would also improve the moral character of Indians. It would make them truthful and honest and thus supply the company with civil servants who could be trusted and demanded upon. It could also instill in people a sense of duty and commitment to work and develop the skills required for administration.

→ Macaulay felt that knowledge of English would allow Indians to read some of the finest literature the world had produced. It would make them aware of the developments in Western Science and philosophy. Teaching of English could civilize peoplesetting. He saw it as an abode of peace, where living in harmony with nature, children could cultivate their natural creativity.

5. Why did Mahatma Gandhi want to teach children handicrafts?

Answer

Mahatma Gandhi wanted to teach children handicraft because that would develop their minds and their capacity to understand. This would also enable them to know how different things operated. This would help them to have lived experience and practical knowledge.

6. Why did Mahatma Gandhi think that English education h
Indians?

Answer

English education, according to Mahatma Gandhi, created a sense of inferiority in the minds of Indians. It made them see Western civilisation

as superior, and destroyed their pride in their own culture. Thus charmed by the West and by everything coming from the West, the Indians educated under the colonial system would end up being the admirers of British rule in India; thus, willingly forgetting their enslavement, and enslaving themselves further.

Chapter 9- Women, Caste and Reform

Page No: 121

Let's Recall

1. What social ideas did the following people support?

Rammohun Roy
Dayanand Saraswati
Veerasalingam Pantulu
Jyotirao Phule
Pandita Ramabai
Periyar
Mumtaz Ali
Ishwarchandra Vidyasagar

Answer

Rammohun Roy: Supported the banning of the practice of 'Sati'
Dayanand Saraswati: Supported Widow remarriage
Veerasalingam Pantulu: Supported Widow remarriage
Jyotirao Phule: Supported equality among castes Pandita Ramabai: Supported women's Education Periyar: Supported equality for untouchables.
Mumtaz Ali: Supported Wome's Education
Ishwarchandra Vidyasagar: Supported Widow remarriage

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2. State whether true or false:

(a) When the British captured Bengal they framed many new laws to regulate the rules regarding marriage, adoption, inheritance or property, etc.

► True

(b) Social reformers had to discard the ancient texts in order to argue for reform in social practises.

► False

(c) Reformers got full support from all sections of the people of the country.

► False

(d) The Child Marriage Restraint Act was passed in 1829.

► False

Let's Discuss

3. How did the knowledge of ancient texts help the reformers promote new laws?

Answer

Whenever they wished to challenge a practice that seemed harmful, they tried to find a verse or sentence in the ancient sacred texts that supported their point of view.They then suggested that the practice as it existed at present was against early tradition. Thus, the knowledge of ancient texts helped the reformers promote new laws.

4. What were the different reasons people had for not sending girls to school?

Answer

The following were the different reasons people had for not sending g
→ They feared that schools would take girls away from home, thereb
them from doing their domestic duties.

→ They felt that travelling through public places in order to reach school would have a corrupting influence on girls.
→ They felt that girls should stay away from public spaces.

5. Why were Christian missionaries attacked by many people in the country? Would some people have supported them too? If so, for what reasons?

Answer

In the nineteenth century, Christian missionaries started setting up schools for tribal groups and lowercaste children. These children were trained to find a footing in the changing world. Soon the poor left the villages and started looking for jobs in the cities. People who looked down on the lower caste did not like the progress of this section of people. Social reformers would have supported the missionaries for their work against social evils.

6. In the British period, what new opportunities opened up for people who came from castes that were regarded as "low"?

Answer

The British period saw the rise of the cities. Many of the poor living in the Indian villages and small towns at the time began leaving their villages and towns to look for jobs that were opening up in the cities. As the cities were growing, there was a great demand for labour - labour for digging drains, laying roads, constructing buildings, working in factories and municipalities, etc. This demand for labour was met by the population migrating from the villages and towns. There was also the demand for labour in the various plantations, both within the country and abroad. The army too offered opportunities for employment.
Many of these migrating people belonged to the low castes. For them, the cities and the plantations represented the opportunity to get away from the oppressive hold that upper-caste landowners exercised over their lives and the dai[illegible] humiliation theysuffered.

7. How did Jyotirao and the reformers justify their criticism of caste in[illegible] society?

Answer

Jyotirao Phule developed his own ideas about the injustices of caste society. He did not accept the Brahmans' claim that they were superior to others, since they were Aryans. Phule argued that the Aryans were foreigners, who came from outside the subcontinent, and defeated and subjugated the native Indians. As the Aryans established their supremacy, they began looking at the Indians as inferior and low caste people. According to Phule, the "upper" castes had no right to their land and power: in reality, the land belonged to indigenous people, the so-called low castes.

8. Why did Phule dedicate his book Gulamgiri to the American movement to free slaves?

Answer

Jyotirao Phule was concerned with all forms of inequalities and injustices existing in society - whether it was the plight of the upper-caste women, the miseries of the labourer, or the humiliation of the low castes. By dedicating his book Gulamgirito the American movement to free slaves, he linked the conditions of the black slaves in America with those of the lower castes in India. This comparison also contains an expression of hope that one day, like the end of slavery in America, there would be an end to all sorts of caste discriminations in Indian society.

9. What did Ambedkar want to achieve through the temple entry movement?

Answer

Dr. B. R. Ambedkar started a temple entry movement in 1927 which was participated by his Mahar caste followers. Brahman priests were outraged when the lower castes used water from the temple tank Dr. Ambedkar led three such movements for temple entry between 1927 and 1935. His aim was to make everyone see the power of caste prejudices within the society.

10. Why were Jyotirao Phule and Ramaswamy Naicker critical of the national movement? Did their criticism help the national struggle in any way?

Answer

Both Jyotirao Phule and Ramaswamy Naicker were critical of the national movement as they could barely see any difference between the preachers of anticolonialism and the colonial masters. Both, according to them, were outsiders and had used power for subjugating and oppressing the indigenous people. Phule

believed that though the upper-caste leaders were then asking people all over the country to unite for fighting the British, once the Britishers had left, they would continue with their oppressive caste policies, thereby causing divisions amongst the very people they were trying to unite. He believed that they only wished for unity to serve their purposes, and once the purposes had been served, the divisions would creep in again.

Naicker's experience in the Congress showed him that the national movement was not free from the taint of casteism. At a feast organised by nationalists, the seating arrangements followed caste distinctions, i.e., the lower castes were made to sit at a distance from the upper castes. This convinced him that the lower castes had to fight their battle themselves.

Their criticism did lead to rethinking and some self criticism among the uppercaste nationalist leaders. This in turn helped strengthen the national struggle, as free from prejudices of caste, religion and gender, the leaders could unite and concentrate their attentions upon the single aim of overthrowing the colonial administration.

The Making of the National Movement

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Let's Recall

1. Why were people dissatisfied with British rule in the 1870s and 1880s?

Answer

There was great dissatisfaction with British rule in the 1870s and 1880s. Some of the reasons for this dissatisfaction are as follows:
→ The Arms Act- Passed in 1878, this Act disallowed Indians from possessing arms.
→ The Vernacular Press Act in 1878, this Act was aimed at silencing those who were critical of the government. Under this Act, the government could confiscate the assets of newspapers if they published anything that was found "objectionable".
→ The Ilbert Bill controversy- In 1883, the government tried introducing the Ilbert Bill. This bill provided for the trial of British or European individuals by Indians, and sought equality between British and Indian judges in the country. However, the white opposition forced the government to withdraw the bill. This enraged the Indians further.

2. Who did the Indian National Congress wish to speak for?

Answer

Indian National Congress wished to speak for all the people of India, irrespective of class, colouc caste, creed, language, or gender. It stated that India, its resources and systems were not of any one class or community of India, but of all the different communities of India.

3. What economic impact did the First World War have on India?

Answer

The First World War led to a huge rise in the defence expenditure of the Government of India. The government in turn increased taxes on individual incomes and business profits. Increased military expenditure and the demands for war supplies led to a sharp rise in prices which created great difficulties for the common people. On the other hand, business groups reaped fabulous profits from the war. The war created a demand for industrial goods such as jute bags, cloth and rails, and caused a decline in the imports from other countries into India. As a result, Indian industries expanded during the war.

4. What did the Muslim League resolution of 1940 ask for?

Answer

The Muslim League resolution of 1940 asked for "Independent States" for Muslims in the North-Western and Eastern areas of the country.

5. Who were the Moderates? How did they propose to struggle against British rule?

Answer

In the first twenty years of its existence, the Congress was "moderate" in its objectives and methods. The Congress leaders of this period were called the Moderates. They proposed to struggle against British rule in non-violent manner which the radicals called "politics of petitions". They wanted to develop public awareness about the unjust nature of British rule. They published newspapers, wrote articles, and showed how the British rule was leading to the economic ruin of the country. They criticised British rule in their speeches and sent representatives to

different parts of the country to mobilise public opinion. They felt that the British had respect for the ideals of freedom and justice, and so would accept the just demands of Indians.

6. How was the politics of the Radicals within the Congress different from that of the Moderates?

Answer

The Radicals were opposed to the "politics of prayers" followed by the Moderates within the Congress. They explored more radical objectives and methods. They emphasised the importance of self reliance and constructive work. They argued that people must rely on their own strength, not on the "good" intentions of the government (as was the stated policy of the Moderates). They believed that people must fight for swaraj.

7. Discuss the various forms that the Non-Cooperation Movement took in different parts of India. How did the people understand Gandhiji?

Answer

During 1921 and 1922 the Non-Cooperation Movement gained momentum.
→ Thousands of students left government-controlled schools and colleges
→ Many lawyers gave up their practises
→ British titles were surrendered
→ Legislatures were boycotted
→ People lit public bonfires of foreign cloth.

In most cases, the calls for non-cooperation were related to local grievances.

→ In Kheda, Gujrat, Patidar peasants organised non-violent campaigns against the high land revenue demand of the British.
→ In coastal Andhra and interior Tamil Nadu, liquor shops were picketed.
→ In the Guntur district of Andhra Pradesh, tribals and poor peasants protested against the colonial state for restricting their use of forest resources. They staged a number of "forest satyagrahas", sometimes sending their cattle into forests without paying grazing fees. → In Punjab, the Akali agitation of the Sikhs sought to remove corrupt mahants - supported by the British - from their gurudwaras.
→ In Assam, tea garden labourers demanded a big increase in their wages. When the demands were not met, they left the British-owned plantations.

People thought Gandhiji as messiah, someone who could help them overcome their misery and poverty. Peasants believed that he would help them in their fight against zamindars, while agricultural labourers felt that he would provide them with land.

8. Why did Gandhiji choose to break the salt law?

Answer

Gandhiji choosed to break the salt law as British government had a monopoly on the manufacture and sale of salt. It also imposed a tax on the sale of salt. Gandhiji believed that it was sinful to tax salt as it was an essential part of food. He led a march to the coastal town of Dandi, where he broke the salt law by gathering natural salt found on the seashore, and boiling sea water to produce salt. This march related the general desire of freedom to a specific grievance shared by everybody, and thus, did not divide the rich and the poor.

9. Discuss those developments of the 1937-47 period that led to the creation of Pakistan.

Answer

The developments leading to the creation of Pakistan:
→ A two-nation theory - From the late 1930s, the Muslim League began viewing the Muslims as a separate "nation" from the Hindus.

→ Provincial elections of 1937 - The provincial elections of 1937 convinced the League that Muslims were a minority, and they would always have to play second fiddle in any democratic structure. It feared that Muslims may even go unrepresented.

→ Rift between Congress and Muslim League - In 1937, the Congress rejected the Muslim League's proposal for a joint Congress-League government in the United Provinces. This annoyed the League.

→ Wide mass support base for Muslim League - In the 1930s, the Congress failed to mobilise the Muslim masses. This allowed the Muslim League to widen its social support. It sought to enlarge its support in the early 1940s when most Congress leaders were in jail.

→ Failure of talks - At the end of the Second World War in 1945, the British opened negotiations between the Congress, the League and themselves for the independence of India. However, the talks failed as the League saw itself as the sole spokesperson of India's Muslims, and the Congress could not accept this claim since a large number of Muslims still supported it.

→ Provincial elections of 1946 - Elections to the provinces were again held in 1946. The Congress did well in the "General" constituencies but the League's success in the seats reserved for Muslims was spectacular. This led to more demands for a separate nation for Muslims.

→ Failure of talks again - In March 1946, the British cabinet sent a three-member mission to Delhi to examine this demand and to suggest a suitable political framework for a free India. This mission suggested that India should remain united and constitute itself as a loose confederation with some autonomy for Muslim-majority areas. But it could not get the Congress and the Muslim League to agree to specific details of the proposal. Partition was now more or less inevitable.

→ Mass agitation and riots - After the failure of the Cabinet Mission, the Muslim League decided on mass agitation for winning its Pakistan demand. It announced 16 August 1946 as "Direct Action Day". On this day riots broke out in Calcutta, lasting several days and resulting in the death of thousands of people. By March 1947, violence had spread to different parts of Northern India.

→ Partition- Finally, the demand for the Partition of India was finalised, and "Pakistan" was born.

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Let's Recall

1. Name three problems that the newly independent nation of India faced.

Answer

Three problems that the newly independent nation of India faced:

→ As a result of Partition, 8 million refugees had come into the country from Pakistan. These people had to be found homes and jobs.

→ The maharajas and nawabs of the princely states (almost 500) had to be persuaded to join the new nation.

→ A political system had to be adopted which would best serve the hopes and expectations of the Indian population.

2. What was the role of the Planning Commission?

Answer

The Planning Commission was set up to help design and execute suitable policies for the economic development of India.

3. Fill in the blanks:

(a) Subjects that were placed on the Union List were ________, ________ and ___________.

(b) Subjects on the Concurrent List were __________ and _________.

(c) Economic planning by which both the state and the private sector played a role in development was called a ________ ________ model.

(d) The death of ____________ sparked off such violent protests that the government was forced to give in to the demand for the linguistic state of Andhra.

Answer

(a)Subjects that were placed on the Union List were taxes, defence and foreign affairs.

(b)Subjects on the Concurrent List were forest and agriculture.

(c)Economic planning by which both the state and the private sector played a role in development was called a mixed-economy model.

(d)The death of Potti Sriramulu sparked off such violent protests that the government was forced to give in to the demand for the linguistic state of Andhra.

4. State whether true or false:

(a) At independence, the majority of Indians lived in villages.

▶ True

(b) The Constituent Assembly was made up of members of the Congress party.

▶ False

(c) In the first national election, only men were allowed to vote.

▶ False

(d) The Second Five Year Plan focussed on the development of heavy industry.

▶ True

Let's Discuss

5. What did Dr Ambedkar mean when he said that "In politics we will have equality, and in social and economic life we will have inequality"?

Answer

According to Dr Ambedkar, political democracy had to be accompanied by economic and social democracy. Giving the right to vote would not automatically lead to the removal of other inequalities such as between rich and poor, or between upper and lower castes. He believed that India needed to work towards eradicating all forms of inequality in the economic and social spheres. [illegible] would the equality granted by the Constitution in the sphere of politics [illegible] vote for every adult Indian citizen) be of any value. Otherwise, India would just be a land of contradictions - following the principle of "one man, one vote and one value" in its political life, and denying the principle of "one man, one value" in its economic and social lives.

6. After Independence, why was there a reluctance to divide the country on linguistic lines?

Answer

In the 1920s, the Congress had promised that once the country won independence, each major linguistic group would have its own province.

However, after independence, it did not take any steps to honour this promise. There was a reason for this. India had already been divided on the basis of religion. The joy of freedom had come along with the tragedy of Partition. This Partition had led to the killing of a million people in riots. Fresh divisions were not considered to be feasible. Congress leaders believed that any further divisions of the country would only disrupt its unity and progress. They felt that the need of

the hour was for India to remain strong and united, and work towards becoming a nation, and anything that hindered the growth of nationalism had to be rejected.

7. Give one reason why English continued to be used in India after Independence.

Answer

People of the south those who could not speak Hindi, opposed Hindi as National Language. They threatened to separate from India if Hindi was imposed on them. The Constituent Assembly finally decided that Hindi would be the "o[illegible] language" of India and English would be used in the courts, the sen[illegible] communications between one state and another.

8. How was the economic development of India visualised in the early decades after Independence?

Answer

The economic development of India visualised in the early decades after Independence were:

→ Objectives: Lifting India and Indians out of poverty, and building a modern technical and industrial base were among the major objectives of the new nation.

→ Planning Commission and Five Year Plans: A Planning Commission was set up to help design and execute suitable policies for economic development.

→ Mixed-economy: A mixed-economy model was agreed upon. In this economic model, both the State and the private sector would play important and complementary roles in increasing production and generating jobs.

→ Focus on heavy industries and dams: In 1956, the Second Five Year Plan was formulated. This focussed strongly on the development of heavy industries such as steel, and on the building of large dams.

→ The focus on heavy industry, and the effort at state regulation of the economy (which was to guide the economic policy for the next few decades) had many critics. This approach was criticised because:

(i) It put inadequate emphasis on agriculture
(ii) It neglected primary education
(iii) It did not take into account the environmental implications of concentrating on science and machinery

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Class : 8th Lesson no: 11
History

Topic: Formation Of Erstwhile Jammu & Kashmir State And The Dogra Rule:

Q4. Eradication of illiteracy from the state and promotion of education received due attention. Maharaja Ranbir Singh, himself a Persian scholar, encouraged education through the study classical languages.
During the reign of Maharaja Pratap Singh, efforts were made to bring the common people in contact with the western education. Sri Pratap College was opened up in Srinagar in 1905 CE. In 1885 C.E. a school 'Sri Ranbir High School' was established in Jammu region which was based on western education. The Prince of Wales College was opened in 1906 C.E in Jammu to commemorate the visit of Prince of Wales. In 1923 A.D Amar Singh technical Institute was opened at Srinagar to provide technical education to farmers and artisans. Free and compulsory education was made available to everyone to impart

education to all irrespective of their caste and religion. That's why Maharaja Hari Singh started many educational institutions from Primary Schools to Colleges.

Q5. The steps taken by Maharaja Hari Singh to ameliorate the position of women in the state are as under:

- A special trust called Dh Memorial Trust was create trust extended financial help to the girls at the time of their marriage.
- To prevent child marriage, Maharaja passed Infant Marriage Prevention Regulation in 1928 A.D.
- Widow Remarriage Act and Property Regulation of 1931 A.D gave liberty to the widows to remarry and live their lives according to their own will.

Q6: Maharaja Ranbir Singh was an ardent lover of architecture. He built a number of temples, shrines and pathshalas.
Taking cue from the annually visiting Ramleela and Rasleela companies from Mathura and

Vrindavan, the state also patronized local theatrical groups both in Jammu and Kashmir region. The first native performing group was Raghunath Theatrical Company which was set up inside the premises of Raghunath Temple. During 19th and 20th century, Jammu region had active regional folk theatres like Jamachrai, Bhagtain and Haran.

Q. The major public welfare works under taken during the Dogra period in Jammu & Kashmir are as follows:

1. During the later period of D
rule, the modern medical fa

were established in the state. The first dispensary was opened in Srinagar in 1864 by Robert Clark.

2. In 1805, another dispensary was started by Dr. Elmsila.

3. The construction of roads and railways network was also taken up which connected the state to the outer world and led to the flourising of trade and commerce in the state.

4. The state government took initiative and passed Municipal Act of 1886 to give representation to the common

people in the local bodies. Thus, Municipalities were set up in the capital towns of J&K.

5. In order to save the state from frequent famines, several irrigation projects were taken up during the Dogra rule. For free and potable supply of water, modern water works were established in both the provinces.